



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

445 S. Park, Tucson, AZ 85719

Tucson Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06 Performing
2004-05 Performing
2003-04 Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Ms. Linda J. Schloss M.Ed.
Schedule : 07:30 AM to 03:00 PM
Grades : 6-8
Web Address : tusd1.org
Phone Number : (520) 225-2643
Fax Number : (520) 225-2646
E-mail : linda.schloss@tusd1.org

Mission

Our mission is to empower students to set personal educational goals that will assist them in continuing their education to graduation. Math and language arts adapted to the state standards are the focus of the overall program, as well as community. The students are given many chances to succeed, which is very different from their previous experiences at school. They are being accommodated.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 Met
2004-05 Met
2003-04 Met

School Improvement Status (b)

2005-06 N/A
2004-05 N/A
2003-04 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü Increase student attendance. In order to do this, the student's family must notify the school when the student will not be in attendance. When these absences become frequent, a visit to the home is necessary.
- ü Improve Terra Nova and AIMS test scores. The daily work done in the classroom is geared to improvement in the student's learning as well as AIMS test scores. A concentration on reading, writing and math is extensive.
- ü In tandem with their academics, the students work on projects that are a part of their lives outside of school. The students learn communication skills with their intergenerational experiences and their other projects outside their school building.
- ü It is the goal of every student to move on to high school from Joyce Drake. This may mean another alternative setting or a traditional school. The key is that the student is not just 'passed on' to another level; they must show they are ready.

Enrollment

October 1, 2005 School Year Student Enrollment : 22
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 4

Instructional Programs

- ü Individualized Instruction
- ü Computer-Assisted Instruction
- ü Self-Paced
- ü Imagine Project
- ü Community Service
- ü Intergenerational Experiences

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	7 hours 0 minutes
First Day of School :	8/15/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

Individualized instruction for all students. Weekly parent contact both positive and in need of adjustment. Ensure success for all students within a safe environment. The staff at Joyce Drake pride themselves in educating the whole child. Students are given lots of attention in an effort to grow educationally as well as socially.

Parents

Strive for 100 percent attendance. Attend conferences that will help them to be more involved with their students. Ensure that school uniform is worn. Call school when students are absent in an effort to make sure everyone knows the status of the student. Work together for the success of their students. Parental support of what is done at school is the most important component at Joyce Drake.

Transportation Policy

Students must provide their own transportation, except for those Exceptional Education students requiring transportation in the IEP. There are bus passes from Sun Tran available to students every month. Students in Alternative Education in TUSD do not receive district transportation.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü Recipient of Imagine Project of Tucson	2004
ü Recipient of Homeless Grant	2003
ü AIMS Award for Student Improvement	2004
ü U of A Camp Wildcat for Students Achieving Goals	2004

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

6th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	NC	4286	79327	NC	94	98	NC	500	518	NC	28	19	NC	24	20	NC	39	46	NC	9	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	2076	38961	NC	95	98	NC	501	520	NC	25	16	NC	26	20	NC	40	48	NC	9	16
Male	NC	2208	40295	NC	94	97	NC	499	516	NC	31	21	NC	22	19	NC	38	44	NC	10	16
African American	--	300	4247	--	95	98	--	484	499	--	38	27	--	25	24	--	34	41	--	4	8
Hispanic	NC	2354	32327	NC	93	98	NC	488	499	NC	34	27	NC	27	25	NC	35	41	NC	5	8
Asian/Pacific Islander	--	106	1939	--	98	99	--	544	556	--	11	6	--	11	10	--	49	47	--	28	36
American Indian/Alaskan Native	NC	195	4391	NC	97	96	NC	477	489	NC	41	32	NC	29	27	NC	29	36	NC	2	4
White	NC	1331	36373	NC	95	98	NC	524	538	NC	15	10	NC	19	14	NC	48	52	NC	19	25
Students with Disabilities	--	539	9321	--	79	87	--	457	467	--	61	54	--	22	22	--	15	21	--	1	3
Students without Disabilities	NC	3747	70006	NC	97	100	NC	505	524	NC	23	14	NC	24	19	NC	42	49	NC	11	18
Limited English Proficient Students	--	483	9431	--	88	95	--	454	466	--	66	53	--	23	27	--	10	18	--	1	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	NC	2195	37097	NC	94	97	NC	487	498	NC	35	27	NC	26	25	NC	34	41	NC	5	7
Non-Economically Disadvantaged	NC	2091	42230	NC	95	99	NC	512	535	NC	20	11	NC	22	15	NC	44	50	NC	14	24

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	NC	4423	79501	NC	97	98	NC	485	497	NC	15	10	NC	31	25	NC	52	60	NC	2	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	2144	39062	NC	98	99	NC	490	502	NC	11	8	NC	30	23	NC	56	64	NC	3	5
Male	NC	2277	40368	NC	97	98	NC	480	491	NC	18	13	NC	31	27	NC	49	57	NC	2	3
African American	--	309	4279	--	97	99	--	475	485	--	20	14	--	32	30	--	47	54	--	1	2
Hispanic	NC	2452	32389	NC	97	98	NC	474	478	NC	19	16	NC	36	34	NC	45	48	NC	1	1
Asian/Pacific Islander	--	107	1936	--	99	99	--	512	519	--	3	3	--	21	14	--	67	73	--	8	9
American Indian/Alaskan Native	NC	195	4401	NC	97	96	NC	469	473	NC	21	17	NC	41	40	NC	38	43	NC	1	1
White	NC	1360	36446	NC	97	99	NC	506	516	NC	7	4	NC	21	15	NC	68	73	NC	5	7
Students with Disabilities	--	601	9411	--	88	88	--	443	453	--	41	36	--	40	36	--	19	26	--	1	1
Students without Disabilities	NC	3822	70090	NC	99	100	NC	491	502	NC	11	7	NC	29	24	NC	58	65	NC	3	5
Limited English Proficient Students	--	513	9401	--	94	94	--	434	443	--	51	40	--	39	46	--	10	14	--	NA	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	NC	2266	37183	NC	97	97	NC	473	479	NC	19	16	NC	36	34	NC	44	49	NC	1	1
Non-Economically Disadvantaged	NC	2157	42318	NC	98	99	NC	497	513	NC	10	5	NC	25	17	NC	61	70	NC	4	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	NC	4464	80000	NC	98	99	NC	560	564	NC	3	3	NC	11	11	NC	80	75	NC	6	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	2164	39288	NC	99	99	NC	574	579	NC	2	2	NC	6	6	NC	83	77	NC	9	16
Male	NC	2297	40644	NC	98	98	NC	546	549	NC	4	4	NC	16	15	NC	77	74	NC	3	7
African American	--	315	4307	--	99	99	--	539	551	--	8	4	--	13	13	--	74	75	--	4	7
Hispanic	NC	2475	32672	NC	98	99	NC	553	548	NC	3	4	NC	13	14	NC	81	76	NC	4	6
Asian/Pacific Islander	--	106	1945	--	98	99	--	596	592	--	1	1	--	4	4	--	70	69	--	25	25
American Indian/Alaskan Native	NC	197	4424	NC	98	97	NC	551	549	NC	3	3	NC	15	14	NC	79	77	NC	3	5
White	NC	1370	36602	NC	98	99	NC	575	579	NC	2	2	NC	7	7	NC	80	75	NC	11	16
Students with Disabilities	--	640	9919	--	93	93	--	504	505	--	10	9	--	34	35	--	55	54	--	1	2
Students without Disabilities	NC	3824	70081	NC	99	100	NC	568	571	NC	2	2	NC	7	7	NC	84	79	NC	7	12
Limited English Proficient Students	--	524	9571	--	96	96	--	498	502	--	11	10	--	31	29	--	57	60	--	0	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	NC	2296	37534	NC	98	98	NC	548	547	NC	4	4	NC	14	15	NC	78	76	NC	4	5
Non-Economically Disadvantaged	NC	2168	42466	NC	98	100	NC	572	578	NC	2	2	NC	8	7	NC	82	75	NC	9	16

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

7th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	NC	4399	78546	NC	97	97	NC	528	543	NC	22	15	NC	21	18	NC	48	52	NC	9	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	2183	38645	NC	97	98	NC	531	545	NC	20	13	NC	20	18	NC	51	54	NC	9	15
Male	NC	2209	39792	NC	96	97	NC	526	542	NC	25	17	NC	22	17	NC	44	50	NC	9	15
African American	NC	289	4205	NC	97	97	NC	518	524	NC	26	22	NC	24	22	NC	45	49	NC	4	7
Hispanic	NC	2347	31177	NC	97	97	NC	516	524	NC	27	22	NC	24	23	NC	44	48	NC	4	7
Asian/Pacific Islander	--	113	1940	--	98	99	--	560	580	--	9	5	--	13	9	--	57	53	--	21	33
American Indian/Alaskan Native	--	193	4689	--	96	95	--	511	515	--	34	28	--	23	25	--	39	43	--	4	4
White	NC	1448	36450	NC	97	97	NC	550	563	NC	13	7	NC	16	12	NC	54	57	NC	18	23
Students with Disabilities	NC	530	8093	NC	84	82	NC	480	489	NC	58	50	NC	24	24	NC	18	23	NC	1	2
Students without Disabilities	NC	3869	70453	NC	99	100	NC	534	549	NC	17	11	NC	21	17	NC	52	56	NC	10	16
Limited English Proficient Students	--	584	9323	--	95	94	--	483	491	--	56	47	--	25	28	--	19	24	--	NA	1
Migrant Students	--	--	674	--	--	95	--	--	515	--	--	28	--	--	27	--	--	40	--	--	5
Economically Disadvantaged	NC	2090	34694	NC	96	96	NC	516	524	NC	28	23	NC	25	23	NC	43	48	NC	5	7
Non-Economically Disadvantaged	NC	2309	43852	NC	98	99	NC	539	559	NC	17	10	NC	17	13	NC	52	56	NC	13	22

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	10	4467	79045	100	98	98	NA	501	512	NA	14	10	NA	31	25	NA	51	58	NA	5	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	2206	38860	NC	98	98	NC	509	519	NC	9	7	NC	28	22	NC	57	62	NC	6	8
Male	NC	2254	40075	NC	98	97	NC	493	505	NC	18	12	NC	34	28	NC	45	54	NC	4	6
African American	NC	295	4250	NC	99	98	NC	494	500	NC	16	12	NC	33	31	NC	50	54	NC	1	3
Hispanic	NC	2386	31314	NC	98	98	NC	488	493	NC	18	16	NC	36	34	NC	45	48	NC	2	2
Asian/Pacific Islander	--	114	1949	--	99	99	--	523	536	--	6	4	--	19	15	--	62	66	--	12	15
American Indian/Alaskan Native	--	196	4719	--	98	96	--	490	489	--	13	15	--	38	39	--	48	45	--	1	2
White	NC	1467	36730	NC	98	98	NC	521	532	NC	7	4	NC	22	16	NC	60	68	NC	11	12
Students with Disabilities	NC	588	8552	NC	93	87	NC	455	463	NC	43	35	NC	37	40	NC	19	23	NC	1	1
Students without Disabilities	NC	3879	70493	NC	99	100	NC	507	517	NC	9	7	NC	30	24	NC	56	62	NC	5	8
Limited English Proficient Students	--	602	9355	--	98	95	--	450	456	--	44	37	--	44	48	--	11	15	--	NA	0
Migrant Students	--	--	682	--	--	96	--	--	480	--	--	23	--	--	37	--	--	39	--	--	1
Economically Disadvantaged	NC	2126	34922	NC	98	96	NC	489	493	NC	17	15	NC	36	34	NC	44	48	NC	3	3
Non-Economically Disadvantaged	NC	2341	44123	NC	99	99	NC	511	527	NC	10	6	NC	26	18	NC	57	66	NC	7	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	NC	4459	79657	NC	98	99	NC	569	566	NC	2	3	NC	8	8	NC	89	87	NC	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	2207	39120	NC	98	99	NC	582	580	NC	1	2	NC	4	4	NC	93	92	NC	1	2
Male	NC	2245	40423	NC	98	98	NC	557	553	NC	4	5	NC	12	12	NC	84	83	NC	0	1
African American	NC	296	4290	NC	99	99	NC	566	560	NC	4	4	NC	7	9	NC	87	86	NC	1	1
Hispanic	NC	2371	31642	NC	98	99	NC	561	552	NC	3	5	NC	10	11	NC	87	84	NC	0	0
Asian/Pacific Islander	--	115	1948	--	100	99	--	588	589	--	1	1	--	4	3	--	90	91	--	4	4
American Indian/Alaskan Native	--	200	4760	--	100	97	--	560	547	--	3	5	--	7	14	--	91	81	--	NA	0
White	NC	1468	36929	NC	98	99	NC	582	579	NC	1	2	NC	5	5	NC	92	91	NC	2	2
Students with Disabilities	NC	583	9069	NC	92	92	NC	517	508	NC	10	11	NC	28	30	NC	61	58	NC	1	1
Students without Disabilities	NC	3876	70588	NC	99	100	NC	576	573	NC	1	2	NC	5	5	NC	93	91	NC	1	1
Limited English Proficient Students	--	594	9521	--	96	96	--	518	507	--	9	13	--	23	24	--	67	63	--	0	0
Migrant Students	--	--	694	--	--	98	--	--	546	--	--	5	--	--	12	--	--	82	--	--	1
Economically Disadvantaged	NC	2116	35341	NC	97	97	NC	560	551	NC	3	5	NC	12	12	NC	86	83	NC	0	0
Non-Economically Disadvantaged	NC	2343	44316	NC	99	100	NC	577	578	NC	2	2	NC	5	5	NC	92	90	NC	1	2

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	NC	4533	78400	NC	96	97	NC	545	554	NC	26	21	NC	21	19	NC	44	47	NC	9	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	2289	38686	NC	97	98	NC	544	554	NC	24	20	NC	22	20	NC	45	49	NC	8	12
Male	NC	2240	39636	NC	95	96	NC	545	554	NC	28	23	NC	19	18	NC	42	46	NC	11	13
African American	NC	339	4193	NC	96	97	NC	527	533	NC	35	32	NC	24	23	NC	37	40	NC	5	5
Hispanic	NC	2362	30732	NC	95	97	NC	531	534	NC	33	31	NC	24	24	NC	39	40	NC	5	5
Asian/Pacific Islander	--	117	1827	--	98	99	--	584	594	--	9	8	--	17	12	--	46	49	--	27	31
American Indian/Alaskan Native	--	178	4536	--	98	95	--	519	528	--	41	35	--	25	25	--	30	37	--	4	4
White	NC	1534	37038	NC	96	97	NC	570	575	NC	14	11	NC	15	14	NC	54	56	NC	17	19
Students with Disabilities	NC	520	7840	NC	76	81	NC	494	498	NC	63	60	NC	18	18	NC	17	20	NC	1	2
Students without Disabilities	NC	4013	70560	NC	99	99	NC	551	560	NC	21	17	NC	21	19	NC	47	50	NC	10	14
Limited English Proficient Students	--	533	8956	--	93	95	--	498	502	--	62	56	--	20	25	--	17	18	--	1	1
Migrant Students	--	--	676	--	--	95	--	--	523	--	--	38	--	--	25	--	--	36	--	--	1
Economically Disadvantaged	NC	2056	33014	NC	94	95	NC	531	534	NC	33	31	NC	24	24	NC	39	40	NC	4	5
Non-Economically Disadvantaged	NC	2477	45386	NC	97	99	NC	556	569	NC	21	15	NC	18	15	NC	47	52	NC	14	18

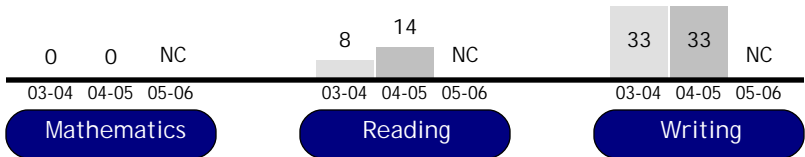
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	NC	4640	79179	NC	98	98	NC	509	519	NC	14	11	NC	31	27	NC	52	58	NC	3	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	2327	38974	NC	98	99	NC	514	524	NC	11	8	NC	29	25	NC	57	61	NC	4	5
Male	NC	2309	40124	NC	98	97	NC	504	513	NC	16	13	NC	33	28	NC	48	54	NC	3	4
African American	NC	348	4243	NC	98	98	NC	499	506	NC	20	14	NC	31	32	NC	45	51	NC	3	3
Hispanic	NC	2414	30987	NC	97	98	NC	497	498	NC	17	17	NC	37	36	NC	45	45	NC	1	1
Asian/Pacific Islander	--	118	1832	--	99	99	--	530	543	--	4	4	--	25	17	--	62	69	--	8	10
American Indian/Alaskan Native	--	182	4573	--	100	96	--	494	494	--	19	16	--	38	41	--	43	42	--	NA	1
White	NC	1574	37467	NC	99	98	NC	530	539	NC	7	5	NC	21	17	NC	66	70	NC	6	8
Students with Disabilities	NC	626	8567	NC	91	88	NC	462	467	NC	41	39	NC	42	38	NC	17	22	NC	0	1
Students without Disabilities	NC	4014	70612	NC	99	99	NC	516	524	NC	9	7	NC	29	25	NC	58	62	NC	4	5
Limited English Proficient Students	--	546	9013	--	95	95	--	457	461	--	43	40	--	47	48	--	10	12	--	NA	0
Migrant Students	--	--	680	--	--	96	--	--	487	--	--	20	--	--	43	--	--	36	--	--	1
Economically Disadvantaged	NC	2108	33345	NC	97	96	NC	496	499	NC	18	17	NC	37	36	NC	43	46	NC	2	1
Non-Economically Disadvantaged	NC	2532	45834	NC	99	99	NC	520	533	NC	10	7	NC	25	19	NC	60	67	NC	4	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	NC	4654	79734	NC	98	99	NC	555	554	NC	3	3	NC	18	19	NC	79	78	NC	0	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	2341	39243	NC	99	99	NC	568	568	NC	2	2	NC	11	12	NC	87	85	NC	0	1
Male	NC	2309	40413	NC	98	98	NC	542	541	NC	3	4	NC	25	26	NC	72	70	NC	0	0
African American	NC	350	4285	NC	99	99	NC	544	548	NC	6	3	NC	19	22	NC	75	74	NC	0	0
Hispanic	NC	2433	31254	NC	98	99	NC	547	539	NC	3	5	NC	22	25	NC	75	70	NC	0	0
Asian/Pacific Islander	--	118	1837	--	99	99	--	580	579	--	NA	1	--	8	9	--	91	87	--	1	2
American Indian/Alaskan Native	--	181	4613	--	100	97	--	538	535	--	5	4	--	24	29	--	70	67	--	1	0
White	NC	1568	37668	NC	98	99	NC	571	569	NC	1	1	NC	11	13	NC	88	85	NC	0	1
Students with Disabilities	NC	627	8943	NC	91	92	NC	499	495	NC	10	11	NC	49	51	NC	40	38	NC	1	1
Students without Disabilities	NC	4027	70791	NC	100	100	NC	563	561	NC	1	2	NC	13	15	NC	85	83	NC	0	0
Limited English Proficient Students	--	551	9138	--	96	97	--	492	492	--	13	13	--	45	46	--	42	40	--	NA	NA
Migrant Students	--	--	687	--	--	97	--	--	528	--	--	6	--	--	28	--	--	65	--	--	NA
Economically Disadvantaged	NC	2117	33718	NC	97	97	NC	545	538	NC	4	5	NC	23	26	NC	73	69	NC	0	0
Non-Economically Disadvantaged	NC	2537	46016	NC	100	100	NC	564	567	NC	2	2	NC	14	14	NC	84	84	NC	0	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
6	Reading	NC	NC	NA	56	NC	NC	44	51	NC	NC	46	56
	Language	NC	NC	38	48	NC	NC	41	47	NC	NC	41	50
	Mathematics	NC	NC	52	66	NC	NC	44	52	NC	NC	44	58
7	Reading	NC	NC	NA	54	91	28	44	50	100	9	44	54
	Language	NC	NC	48	58	91	19	48	52	100	11	50	58
	Mathematics	NC	NC	49	62	100	19	44	50	100	9	44	54
8	Reading	92	19	NA	55	100	23	46	51	100	21	50	58
	Language	100	12	41	52	100	25	47	50	100	24	50	56
	Mathematics	92	20	50	61	100	19	48	53	100	18	50	58

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

Joyce Drake Alternative Middle School

School Site Council

Council Composition

- 1 School Administrator(s)
- 2 Non-certified Employee(s)
- 2 Teacher(s)
- 2 Parent(s)
- 1 Community Member(s)
- 2 Student(s)

Council Duties

- Ü Review Data
- Ü Make Recommendations
- Ü Set Goals
- Ü Professional Development
- Ü Program Planning
- Ü Using Community Resources

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	2.00
Other Professional Staff	.00	Teacher Aide	2.50

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	0	0	0	0
4 to 6 years	0	1	0	0
7 to 9 years	0	0	0	0
10 or more years	0	1	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	9
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Computer-Assisted Instruction (CAI)
- Ü Area for Class Gardening
- Ü Physical Education Facilities On Site
- Ü Sand Volleyball court

Extracurricular Activities

- Ü Community Service to Adult Care Facility
- Ü Field Trips to Community Activities
- Ü Art/Gardening Projects on School Grounds
- Ü Participation in the Imagine Project

Social Services

- Ü Air National Guard
- Ü University of Arizona Programs
- Ü Imagine Project/Positive Pathways
- Ü Volunteer Art Instructor
- Ü Youth On Their Own

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Students are able to develop a full year program of participating with the elderly at B'Nai Brith Retirement Center this year, after a very successful year at Casa Maria last year.
- ü The students were able to be a part of the relief effort at the World Care Organization to assist in preparation of shipments of items for Hurrican Katrina evacuees on September 2, 2005.
- ü The students at Drake earn service points during the quarter that enable them to make a 'free afternoon' choice of a movie or sporting event. This incentive takes time and is not easy to attain; but it's an opportunity for the kids to achieve honors.
- ü The students at Drake received a special TUSD award in recognition for their hard work and higher scores from the AIMS testing last spring. They improved in reading and math.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	91	95	94	95
Promotion Rate ⁵	92	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

The staff works closely with the students, parents, and law enforcement to ensure a safe and orderly climate. The school is fenced to provide for a secure campus. Student discipline problems are monitored closely and addressed immediately. The use of suspension is a last resort; the goal is to change behaviors to improve their all around success at school.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

2

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Tom Gillespie	(520) 225-3250
Transportation Policy	Bill Ball	(520) 225-4800
Community Resources	Dorie Johnston	(520) 225-3264
School Nutrition Programs	Pam Palmo	(520) 225-4720
Parent Organization	Suzy Thomas	(520) 225-2643
Student Health/Nurse	Damiana Cohen	(520) 225-3262

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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